

Program	Business--Accounting (316/356)
Ministry of Training, Colleges, Universities Vocational Standard	50100 updated and published September 2009
Credential	Ontario College Diploma
Dean	Piero Cherubini
Associate Dean	Art Domenicucci
Program Review Membership	Program Faculty: Andrew Pulcins, Patti Verestiuk, Monica Gallagher, Jo-Ann Lamore, Carol Tristani, Ted Russell, Patricia Zima Curriculum Design Specialist: Lisa Pegg Institutional Research: Carmelinda DelConte
Program of Studies	2010/2011 10-A
Final Analysis Session	December, 2011
Date of Interim Status Report	2014/2015 Academic Year
Date of Next Program Review	2016/2017 Academic Year
Date Submitted to VPA Office	TBD

This report represents the findings of Program Review for the Business--Accounting Program in the School of Business. The review was performed during the period May 2010-December 2011.

This report has been prepared, reviewed, and accepted by all parties to the review, including program faculty, Curriculum Design, Institutional Research, Dean/Associate Dean in the School of Business, and the Vice President Academic. The signatures of the representative parties demonstrate their acceptance of the content of this report and a commitment to prepare an interim status report in Fall 2014.

For the Program (Dean or Associate Dean):

Signature Date

For the Vice President Academic:

Signature Date

Summary: Highlights

Program Description

Experience a balance of accounting theory and practical applications with integrated computer technologies. Accounting courses in the Business - Accounting Diploma Program are recognized by the Certified General Accountants Association of Ontario (CGA) when an appropriate grade level is achieved. Students in the Business - Accounting Diploma program can specialize in financial accounting, cost and management accounting, taxation, business finance, and applied accounting systems. They will progress towards a professional accounting designation.

Transferability to the three-year [Business Administration](#) program to complete a second diploma. [Degree transfer opportunities available.](#)

Highlights:

- ◇ Adoption of the most recent technology is integrated into the [program of studies](#)
- ◇ Students learn from faculty with many years of industry experience most holding professional designations
- ◇ Most courses are recognized by the Certified General Accountants Association of Ontario (CGA) when an appropriate Grade Level is achieved. [Click here for more information.](#)

March 2012 Pasted from <<http://www.mohawkcollege.ca/business-programs/business-accounting-diploma/description.html>>

Evidence from program review for the Business--Accounting program indicates that:

Phase 1-Curriculum: courses in the Program of Studies contribute to the program learning outcomes (MTCU code 50100) as required by the Ministry of Training, Colleges and Universities (MTCU). The Business--Accounting program is compliant with the General Education requirements and minimum program timelines outlined in the MTCU Framework for Programs of Instruction (based on 10/11 A POS).

Phase 2-Environmental Scan: Applications and registrations have remained stable over 3 trended years (2009-2011). The Business--Accounting program has maintained 10% of applicant and registrant market share from a total of 22 programs in the CAAT system. The program appears to attract applicants and registrants from other catchments.

Phase 3-Program Quality and Strategic Initiatives: The program meets all requirements of the Program Quality analysis (PLAR, learning plans etc.) Program mapping to strategic priorities is no longer a requirement of program review (as of Winter 2012). While this data was captured for this program, it was not analyzed

Summary: Overall Findings by Program Review Component

Phase	Component	Met	Partially Met	Not Met	Evidence
Curriculum	Course Outlines	X			-Course Outline Review -Program meets requirements outlined in course outline policy.
	Curriculum Mapping Matrix	X			-Program meets requirements outlined in program review and program quality policy in keeping with MTCU framework for programs of instruction.
	MTCU Framework for Programs of Instruction	X			-Meets general education and timelines components of MTCU framework for programs of instruction. 1) Active Cit; 2) Careers; 3) Macro
	Program Advisory Committee	X			-Meets the requirements of the Program Advisory Committee policy
Environmental Scan	Key Performance Indicators	X			-Significant increase in overall student satisfaction trended over 3 years.
	Program Performance Indicators (data 09/10)				Not Applicable. See notes in Phase 2 Environmental Scan for PPIs.
	Applicant/Enrolment	X			-Stable applicant/registrant data trended over 3 years.
	Student Success				-deferred to 5-Year Action Plan
Strategic Priorities					Program Mapping to Strategic Priorities is no longer a requirement of program review (as of Winter 2012)
Quality Priorities	PLAR	X			-PLAR has been identified for all courses in the POS -Meets the requirements of the PLAR policy
	Learning Plans	X			-all courses in the POS have a learning plan
	eLearn	X			-an eLearn/blended-learning plan is in progress
	Student Feedback about Progress	X			--KPI (2009-2010)--45% satisfaction--impacted program quality score on PPI. Increased to 57% in 2011 which is on par with Mohawk average

Summary: Commendations, Affirmations and Recommendations

Commendations

There are a number of areas that the Business--Accounting program demonstrates best practices and leadership in regard to program quality. They are:

- Business Accounting students won silver in the 2011 CGA Ontario Case Competition
- Meet the Grad
- CGA Information Sessions
- Pathways Sessions
- Personal Tax clinics--enhances student learning experience
- Practice 30 second commercial, interviewing
- High School linkages
- Transfer Information Packages
 - Brock--collaborative effort between students and faculty
 - Distance Education

Affirmations

Affirmations are declarations, which may/may not have evidence as a result of program review, that the program faculty identify are areas required to support program quality improvements. The areas are:

- Scheduling of exams--professional requirements are 3-hour exams and classes are scheduled for 1.5 hours. Longer exams are required to prepare students for external exams.
- Scheduling of classes
- Facilities for exams--student experience and academic integrity (eg. Lecture hall for exams; or rooms that are too small to accommodate # of students)
- Be aware of possible merger of CMA, CGA, CA designations and impact on Mohawk's transfer credits

Recommendations

Analysis of various data sources from program review identified the following areas that will assist in maintaining the quality and student satisfaction of the program. They areas are:

- 1) Curriculum Currency and Renewal
 - a. Utilize the Curriculum Mapping Matrix to address curriculum gaps for the following two VSs
 - Prepare individuals' income tax returns and basic tax planning in compliance with relevant legislation and regulations. (NOTE: This VS may be too course specific which makes it difficult to map)
 - Outline the elements of an organization's internal control system and risk management.
 - b. Implement the Annual Program Review process to monitor curriculum currency and quality
 - i. Adopt a Curriculum Committee approach to maintaining curriculum currency and quality
 - c. Develop additional practices to further prepare students' transition between semesters
 - i. Focus group with students in Semester 2,3,4--just after mid-terms
 - ii. Focus groups should include students who were unsuccessful in the program.
 - d. Develop and implement a new co-op model
 - i. Students require more accounting to prepare for co-op
 - ii. Quality of co-op placements not meeting students needs
- 2) Market Demand, Program Performance and Key Performance Indicators
 - a. Monitor competitors for applicant, enrollment and possible opportunities for new program development and pathways
 - Utilize Institutional Research and Curriculum Design expertise to determine how many students losing to Conestoga's 3-year program and degree; Or, other college's with 3-year accounting program.
 - Research "transferability" with universities
 - NOTE: current program is geared to being a professional accountant
 - Complete a "program system map" of the accounting suite of programs to assess program mix.
- 3) Program Quality and Strategic Priorities
 - No recommendations

Resources

Following is a list of all possible data sources accessed and evaluated at the time of review. Depending on the requirements of program review, not all data sources are used.

Program Review Phases	Source	File Name	Date Completed/ Accessed	Used (Y/N)
Phase 1: Curriculum	Course Outline Review	316-359 Course Outline Review.xls	April 2012	Y
	Curriculum Mapping Matrix (CMM)	316-356 Curriculum Mapping Matrix.xls	August 2011	Y
	Competitive Curriculum Analysis (CCA)	316-356 Competitive Curriculum Analysis.xls	January 2012	Y
	Program of Studies (POS)	POS 356 10 A.pdf	September 2011	Y
	Vocational Standards (VS)	316-356 Vocational Standards.pdf	August 2010	Y
	Focus Group Notes	316-356 Focus Group Notes.doc	July 2011	Y
	PAC Minutes	316-356 PAC Minutes Feb 2011.pdf 316-356 PAC Minutes Feb 2012.pdf	February 2011 February 2012	Y
	Credentials Framework (Diploma)	316-356 Credentials Framework	September 2011	Y
	POS Trend Analysis	Not Required for this program		N
	Program System Matrix	Not Required for this program		N
	Pathways Graphic	316-356 Pathways.doc	March 2012	Y
	Other (e.g. accreditation letters etc.)			
Phase 2: Environmental Scan	Program Performance Indicators	316-356 PPI.pdf	2009-2010 Fiscal Year	Y
	Key Performance Indicators	316-356 KPI.pdf	2010-2011	Y
	Surveys	Not used for this review		N
	Competitive Program Profile	316-356 Competitive Program Profile.xls	2010-2011	Y
	Student Success and Retention	Data not available at time of review		N
	Labour Market Demand	316-356 Competitive Program Profile.xls	2010-2011	Y
	Program Job Search	Not used for this review		N
	Applicant vs. Registrant analysis	316-356 Competitive Program Profile.xls	2010-2011	Y
	Student Entrance survey	Data Not Available at time of review		N
	Employment Profile	316-359 Competitive Program Profile.xls	2010-2011	Y
	Employment Outlook	316-356 Competitive Program Profile.xls	2010-2011	Y
	OSAP Default Rates	316-356 Competitive Program Profile.xls	2010-2011	Y

	Assessment for Success	Data not available at time of review		N
	Other			
Phase 3: Quality Processes	Program Quality	316-359 Quality Processes.xls	May 2011	Y
	Re-Thinking Assessment			N
	Program Level Assessment Mapping	Not required for this review		N
	Other			
Supporting Policies	Course Outline Policy		Accessed Winter 2012 via: http://www.mohawkcollege.ca/about/policies/CorpSect5.html	Y
	Program Review Policy		See Course Outline Policy	Y
	Program Quality Policy		See Course Outline Policy	Y
	Program Advisory Committee		See Course Outline Policy	Y
	Prior Learning and Recognition			N
	General Education			N
	Program of Studies			N
	Academic Scheduling			N
Supporting MTCU Framework documents	Framework for Programs of Instruction		Accessed Winter 2012 via: http://www.accc.ca/ftp/ess-ce/MTCUCollegeFramework.pdf	Y
	Essential Employability Skills		See Framework for Programs of Instruction	Y
	General Education		See Framework for Programs of Instruction	Y
	Credentials Framework		See Framework for Programs of Instruction	Y

Curriculum: Summary

January-03-12

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Overview

Phase 1 of program review is designed to develop and analyze a Curriculum Mapping Matrix which links course learning outcomes to program learning outcomes, essential employability skills and external standards (where applicable). Curriculum mapping is a ministry requirement and provides evidence of curriculum compliance to the program learning outcomes. Through focus groups, external stakeholders such as employers, graduates of the program and current students are also involved in this phase of program review.

Background

- The Curriculum Mapping Matrix (CMM) includes CLinking of vocational standards (VS) to *most* Bus-Acct. courses included in the 2011/12 program of studies.
 - Overall levels of learning are *somewhat* scaffolded across the curriculum
 - WORK (field placement) courses were not Clinked to VS
 - Although CLinking to Essential Employability Skills has been captured and input into The CORE, the Curriculum Mapping Matrix does not include Essential Employability Skills (EES); this capability will be included with the next CORE upgrade.
- Generally, all course outlines meet college policy and guidelines.
- Bus-Accounting is compliant with *all* of the requirements in the MTCU Framework for Programs of Instruction for diploma programs

Highlights

- Almost all course outlines for the Business--Accounting program are available in the course outline application (CORE) as per the Course Outline Policy.
- A comprehensive curriculum mapping matrix (CMM) for the program provides evidence that the curriculum and content meets or exceeds expectations for development of graduate skills.

Recommendations

- Adopt a Curriculum Committee approach to maintaining curriculum currency and quality
 - Utilize the Curriculum Mapping Matrix to address curriculum gaps for the following two VSs
 - Prepare individuals' income tax returns and basic tax planning in compliance with relevant legislation and regulations. (NOTE: this VS may be too course specific which makes it difficult to map).
 - Outline the elements of an organization's internal control system and risk management.
- Implement the Annual Program Review process to monitor curriculum currency and quality
- Develop additional practices to further prepare students for co-op with a focus on the curriculum gap between semester 2 3,4--just after mid-terms
- Develop and implement a new co-op model

Curriculum: Mapping Analysis

Overview

A Curriculum Mapping Matrix (CMM) is developed based on links between course learning outcomes and program learning outcomes, essential employability skills and external standards (where applicable). The CMM provides program areas with data in order to make decisions about curriculum, scaffolding/ laddering and breadth, depth and complexity of student experience with the curriculum.

The following analysis for Business--Accounting program is based on a complete curriculum mapping matrix.

Course Learning Outcome Links to Program Learning Outcomes

NOTE: a copy of the vocational standards can be found in the attached resources

Breadth of Learning Summary

- An analysis of the CMM shows students are adequately exposed to most vocational standards for the Business-Accounting program.
- There is moderate curriculum linked to VS07
- There is limited curriculum linked to VS04

Vocational Standards

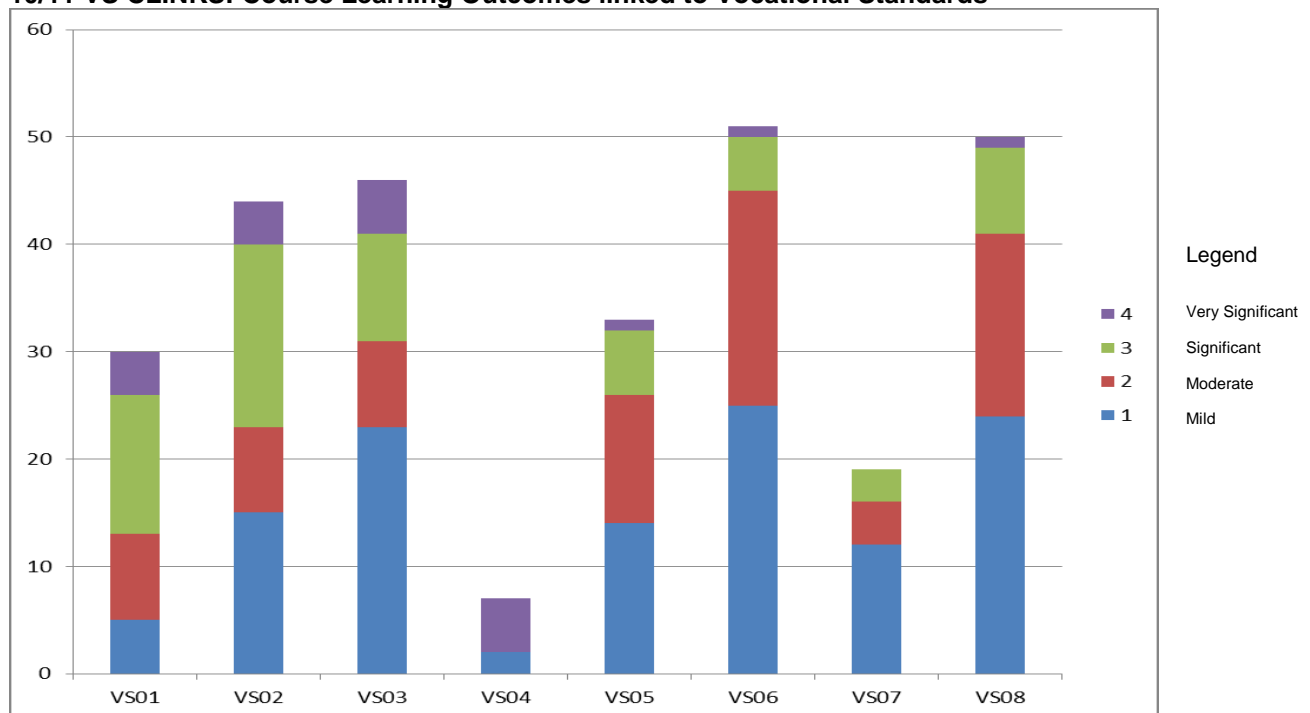
- 6/8 VS have an adequate number of CLO links (ranging from approximately 30 to more than 50) from a broad range of courses in the program of studies
- 2/9 VS require consideration for additional course content or new course development

External Standards

- Not applicable

Curriculum Mapping Matrix: Business--Accounting (326/356)

10/11 VS CLINKS: Course Learning Outcomes linked to Vocational Standards



Overall Depth & Complexity Summary

VS- Overall Highlights

- There are a total of 280 CLO links to VS
- Approximately 30% of total CLO links to VS are characterized as contributing to a significant (3) or very significant (4) degree to graduates' ability to demonstrate the outlined skill or ability
 - Only 7% of CLO links to VS are characterized as contributing to a very significant (4) degree
- Approximately 43% of total CLO links to VS are characterized as contributing to a minor (1) degree
- Overall levels of learning are somewhat scaffolded across semesters
 - Consideration of review of curriculum, assessment and/or instructional design to address reported variability in scaffolding for these VS.

Sem	% of CLO Links to VS by Semester			
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4
1	61	29	9	0
2	62	27	11	0
3	27	5	52	15
4	5	37	36	21
Overall	43	27	22	7

ES - Highlights

- Not Applicable

Program Composition

- There are 13 Foundational courses, 11 Specialized, 0 Integrational, and 2 General Education (COMM 10034 & Gen. Ed. Elective)
- Total of 280 CLO in program spread over 24 courses in 4 semesters
 - 48% of CLO are in Foundational courses, 47% in Specialized, and 25% in Integrational

	% of CLO Links by Course Classification				Overall
	Minor Degree 1	Moderate Degree 2	Significant Degree 3	Very Significant Degree 4	
Foundational	48	37	14	1	62
Specialized	35	11	35	19	38
Integrational	0	0	0	0	

Compliance: Framework for Programs of Instruction – Diploma		✓
Scope: Depth,	• Meets <i>most</i> specific Vocational Outcomes as defined by the	✓

Breadth and Complexity	<p>..... provincial program standards</p> <ul style="list-style-type: none"> • Planning and implementation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements showing substantial depth in some areas where judgement is required • Applications involve personal responsibility, autonomy in performance, working in teams 	
Essential Employability Skills	<ul style="list-style-type: none"> • Basic fundamental personal management and teamwork skills • Depth of achievement consistent with EES outcomes (based on CMM 2005) 	✓
General Education	<ul style="list-style-type: none"> • Exposure to at least ONE discipline outside field of study • Access to 3-5 courses designed discretely from vocational standards 	✓
Typical Duration	<ul style="list-style-type: none"> • Approximately, four semesters or 1200-1400 equivalent instructional hours <ul style="list-style-type: none"> • POS as of Sept. 2011 was 1008 POS hours for non-co-op and 1498 for co-op. 	✓

Curriculum: Focus Group

January-23-12

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Focus Group Observations & Recommendations	
<p>Participants: Dawn Pielechaty – Art D’s Assistant, Erin McDonald – CGA [Marketing Dept] Monica Gallagher – Instructor, Franca Vavaroutsos – Employer, Svetlana – Student, Chris Buckby – Student, Greg Rust – Student, Gillian Momanyi – Student, Graeme Matheson – Recent Graduate, Trevor Rumble – Advisory, Gordana – Co-op , Pat – Student Success Advisor, Sam Avarello – CGA, Advisory Committee, Judy Giordano – CGA, ACCA, Graduate, Industry Expert, Marilyn Benninger – CGA, Graduate, Industry Expert</p>	
<p>Recommendations:</p> <ul style="list-style-type: none"> - Graduate pathways to degree -Student preparedness for placement -advanced Excel -Gap in curriculum from SEM 2 to SEM 3 (as evidenced by CMM and focus group) <p>NOTE: Full focus group notes available in next section</p>	

Business Accounting Program: Focus Group – Fennell Campus – Jun 8 ‘11

Participants:

Dawn Pielechaty – Art D’s Assistant
 Erin McDonald – CGA [Marketing Dept]
 Monica Gallagher – Instructor
 Franca Vavaroutsos – Employer
 Svetlana – Student
 Chris Buckby – Student
 Greg Rust – Student
 Gillian Momanyi – Student
 Graeme Matheson – Recent Graduate
 Trevor Rumble – Advisory
 Gordana – Co-op
 Pat – Student Success Advisor
 Sam Avarello – CGA, Advisory Committee
 Judy Giordano – CGA, ACCA, Graduate, Industry Expert
 Marilyn Benninger – CGA, Graduate, Industry Expert

Intention of this focus group: to build an Employee Profile

Recent Grad Story:

- Graduate from McMaster before coming to Mohawk
- Decided to go to school
- Time factor – Acct was good
- CGA – account towards professional designation
- Position: McMaster: dept of management
- Increases exposure to technology
 - D.O.S. based
 - Exposure to “AcPac”
 - Database management
 - Internet skills
- Personal skills
 - Analytical
 - Independent research

“What we learn here is a base for what you will learn in the future”

Analytical Skills:

(Canada Revenue: Teamleader)

- Entry level employees have a good base of analytical skills but they are lacking

- Need to handle this internally – done through on-job training and internal classes
- Takes a while to “come up to speed”
- This will help the new [entry-level] employees to move up the chain
- Plus for a University Degree
- Level of professionalism depends on level of education

Mohawk Graduate Story:

- Mohawk grad, Lakehead University afterwards, also CMA; employer puts more emphasis on MBA’s:
 - Entry-level positions:
 - Degrees
 - Designations
 - SAP
 - Reporting

General Notes:

- No matter what function you work on – Excel is vital for students
- Students not ready to go on placement with the Excel skills they have
- Need more training in Excel
- Need to build skill level and knowledge
- Need more basic practice
- Need more computerized training and learning [international students]
- Placement: expect you to know simple accounting but there is still not enough training
- Class: exposes more features of Excel
- More training in profiling
- Challenging the students in the functioning and analytical portions helpful in the workplace
- Lack of Excel will hinder work effectiveness
- Employers want graduates to be able to multitask
- Excel knowledge gives employer the confidence for the employee to work on their own
- Lots of focus in the workplace or CGA’s yet we don’t hear that very often
- Degree’s and designations are expected
- Future succession planning is important
- What is looked for in health care finance:
 - Personal skills
 - Being able to relate to the budgeting aspect
- Unique Graduate skills:
 - “YES!” [very important]
 - GAAP
 - Specific accounting for health care
 - Separate courses which send you to Hospital Associations to help the graduate [not expected of a recent grad]
- Basis of skills:
 - Fundamentals in Excel management
 - Degrees and designations is what moves you up [succeed]
 - Most employers are seeking degrees and certain designations
- Limited time for assignments = time management is very much needed
- Accounting is so varied
- Use the content and apply knowledge to articulate a report
- Most courses are found commonly throughout all streams
- Mature students are intimidated by entry level students
- There are lots of misconceptions about accounting

Skills:

- Excel
- Analytical
- Audit class: students would benefit because there would be no backtracking

Art:

- Co-op:
 - Gap of Co-op can hinder the education level and current practice
- Feels that before the student goes on to co-op, they should have more ACCT classes than only two

Marilyn:

- I hear graduates “used to” have analytical skills as opposed to having them now
- When you don’t have the tools, you think
- Wants her employees to work independently, think critically
- Exposure to a broad base of accounting services
- Seeing a lot of international “flavour”
- Combines strengths

Trevor:

- Internships: sole purpose is to come up with new Excel based models
- Needed to make more sense from plant-to-plant
- Analytical “dig-in” to build the sheets you’ll need

Developing Skills Off-Site:

- Every office is different
- Whatever the technology, we want confidence, willingness to embrace
- Information management:
 - Needs to be structured, analysed, learn how to use skills to manage information
- Office practices were not included in the classroom

Business Language

- Needs to be fixed
- Very important
- Communication is key
- Professional communication needs to be enhanced
- People rely too heavily on e-mail
- Some companies have a policy to only e-mail when completely necessary
- Tone is lost in e-mail
- Being able to manage e-mail and phone call etiquette
- Some companies use “MicrosoftLink”: dial through director – instant; web cam ability
- Look at newer technology to make communication from day-to-day easier and more effective

Focus

- Continue with GAAP
- Introduce IFRS
- Expectation for all students to have a “flavour” for all aspects of accounting
- In regards to Learning Outcomes:
 - Teachers do not close the loop
 - Presentation of concepts should prep the students for any designation

Learning Perspectives / “What would you do differently?”

- Easy to learn one standard and then make distinctions between other standards
- There are ore courses to take, therefore there are so many changes being made
- Need more opportunities to take post-grad learning
- Not sure where student/grad will work so they should be well prepared for all aspects
- Course: “Business Career Strategies”
 - Not what the outcome is
 - Students do not take seriously *at all*
 - Promote self reflection
 - Learning intangible tools
 - Should be teach more critical thinking skills
- Would go straight into accounting due to personal strength had I known the program was how it is
- Accounting is much different than initially expected
- Try not to get too behind in classroom work
- If you don’t know something just ask
- In first semester make sure all the students know what they are getting into

Strengths/Threats

- Auditing was taught, however on-the-job training is a big part of learning
- Taxation class [threats]
 - Do not push taxation into 7 weeks from 14 weeks
- Payroll and taxes [threats]
 - Very informative
 - Was taught theoretical
 - Did not have much practical
 - Could be helpful for corporate tax
- Add more:
 - Communication
 - Report writing
 - Proposal writing

Student Success Advisor

- Heavy workload for accounting students
- Feels outcomes are unrealistic
- Personal challenges get in the way
- Semester 3 – trend – students get weeded out (students agree)
- There is a gap from semester 2 to semester 3
 - Students find extremely hard
 - Average was much lower
- Constantly trying to recall all assignments

Tips to Succeed

- Lots of note-taking
 - Custom courseware?
 - Peer assistant study sessions – graduate o 4th semester student can supervise a study group)
 - This reinforces real life group work
- To learn tax, you need to understand it fully [tutoring?]
- Focus on each line, learn theory first, then other practical components
- Student should be able to reference the Acts thanks to Instructors help/teaching style
- Students should know the difference between a job and a career
 - Students do not know the idea of a *profession*

Observations

- Should really be focusing on:
 - Technology
 - Interpersonal skills
 - Custom courseware
 - Mohawk is great to prepare for the workforce: employers like Mohawk graduates
 - Preps for University courses
 - The program gives moderate practical skills
 - Co-op changes perspectives and interpretation about the program
 - P.O.S. looks good for a well-rounded business person
 - Would recommend co-op to showcase the benefits
 - Students must realize that real learning comes on the job
 - Willingness and eagerness to apply taught abilities in real-world
 - Benchmark is high; “businesses want to do more with less”
 - Very full semester 1 [might be overwhelming, students may drop out]
 - Good program overall from an agency perspective
 - Helps advance career
 - Gives a solid foundation for career building and continuous learning in the students career
 - Business analytics must improve
 - Mohawk’s program prepared employee for the technical aspect
 - Seek out peer support groups [especially for 2nd career students]
 - Graduate testimonials for career paths would be beneficial
 - This program opens up a lot of opportunities for the students
-
- 2 years was a good length
 - Credits toward professional designation

- Program delivered Learning Outcomes
 - Exposure to database management, internet site development, dos
 - Independent research and analytics
- Analytical skills need to be better developed [CRA has ojt, courses one-on-one] so graduates can move ahead faster
- A University degree is beneficial for advancement
 - Look to pursue
- What about other designations?
 - Designation expected for succession planning
 - Computer savvy
 - Personal skills
 - In health care: OHIP: to take PD through Ontario Health
- How to use Excel to help you analyze data:
 - Computerized accounting
 - Need more knowledge to analyse; advanced formulas and tools expected to know in co-op
- Pathways to:
 - University
 - MBA
 - Designation
- Ability to be independent
- SAP skills
- Student feedback: emphasis on Excel
- Auditing class may help
- Cost accounting intro. Adv. Elements of Excel
 - Weave into other courses
 - Challenge students
- More training in Profile
- Not all positions require designation but **all** need Excel and analysis
 - Confidence they can work on
- If co-op doesn't focus on accounting, getting back to school and accounting is difficult
- Is intensive Excel etc. Enough?
 - Need to strengthen thinking and analyzing skills
 - Case studies to develop
- Organization s operations unique
 - Student need to be willing to learn
 - Need information management skills: Outlook
 - Expect students to know
- Use common office technology
- Security of information
- Business environment
 - Email and other written communication
 - Especially with remote
- Talk to each other
 - Phone and follow up
 - Email:
 - Tone cannot be read [webcam (MS Communicator)]
 - Personal communications
- FIPA: keep abreast
- Accounting Standards: where is the focus?
 - Get a flavour for all
 - Need a broad based knowledge including international
 - **New**: International designation [global]
- Learn one standard
 - Make distinctions with the rest
 - Provide additional courses for PD opportunities for graduates [life long learning]
- Look at where graduates are going re: what to concentrate on
 - Consider private

What is working well?

- Needed GST and auditing skills for job

- Taxation class valuable, provided a theoretical base
 - Would have liked some corporate tax
 - Don't really think of EE skills as something you have learned
- SSA:
 - Heavy workload in courses and program
 - Semester three is **tough**
 - 10005 and 10014 – confused?
 - Gap pre-10008 – big jump between courses
 - Five classes – four different websites att'd to text
 - Went from paper based to online assignments
 - Compressed taxation was time consuming and hard
- Custom courseware to reduce note taking – hard to absorb
- Peer assistant study sessions:
 - Work on problems vs. taking up class time
 - Would reinforce for 4th semester students
 - Tax could be moved to semester two
- T1 Jacket
- Separate components together act to T1?
- Concern with adding more to POS
 - For business communications business case, reports, letters
 - Can you integrate writing with in exiting courses
- Add more options? [designation; CGA credit stream]

Choosing Program?

- Strong in math
- Gave another thought after another program
- Taking accounting in high school
- Challenging
- Keep up with homework
- Ask!
- There are some misconceptions about accounting
- Need to know what accounting is and how challenging it is
- Job versus profession: what are we prepping people for?
- Don't limit self: you don't know where you're going
- Business Career Strategies:
 - Clear up career ambiguity
 - Create sense of belonging
 - Success strategies
- Elective in fourth semester – move?
 - Develop critical thinking ó Active Citizenship
 - Case based/relevant issues

Program Learning Outcomes

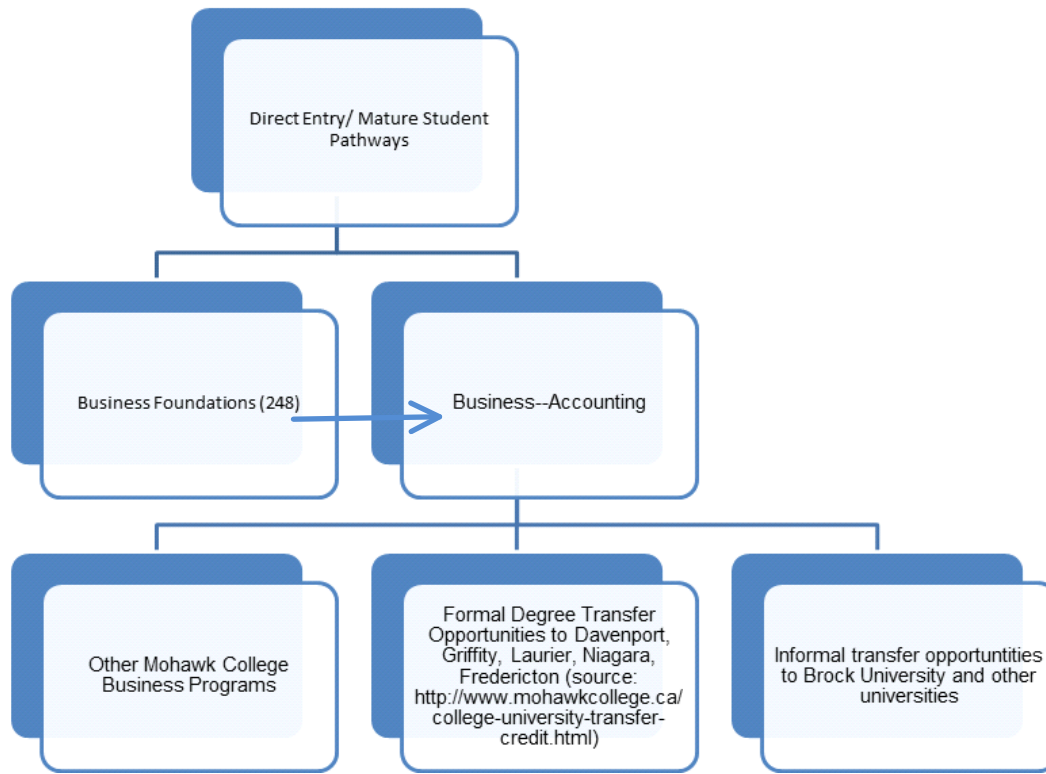
- Case loop on Financial Statements at the end of program
- Capstone course to bring all leaning together?
- Technology
- Interpersonal skills
- Custom courseware
 - Access
- Bad rep for program?
- Challenging program – prepares for future studies
 - Simply accounting
- Co-op helps change impression of accounting – expand this
 - Think differently when you get back to school
- Prepared to go to work
- Well rounded graduates
- Showcase alumni and careers
 - Have grads back to talk about real world experiences
 - Expectations in industry: may need to expand to three year program to meet needs

- Give students life skills too [EES]
- Want to hear back of what comes of this
- How is branding going to affect Business?
- Good program; provides tech. based and solid foundation
 - Analytics and business skills needed
- Success Strategies: good but may need to be looked at
- Prepared technically
- Branding?
- Seek out peer support groups and develop coping skills
- Graduate testimonials re: career paths
 - Opportunities beyond “just” accounting

Curriculum: Pathways and Partnerships

January-24-12
8:14 AM

Pathways: Fall 2012



Partnerships

CGA--provides transfer credits to Mohawk students

Pures College in Toronto offering Business--Accounting program. This program will need to be included in the next review and should be monitored via the annual program review process.

Environmental Scan: Summary

January-03-12

12:03 PM

Overview

Phase 2 of program review analyzes several data sources such as Key Performance Indicators, Program Performance Indicator, Competitive Curriculum Analysis, and data direct from the Ontario College Application System to complete an "environmental scan" of the program in comparison to other colleges with the same program, Mohawk College overall and other programs under the Associate Dean.

Following is an overview of the CAAT system in regard to MTCU 50100 (source APS-MTCU March 2012). There are currently 22 active Business--Accounting Diploma programs at 20 colleges in the CAAT system.

Recommendations

- Utilize Institutional Research and Curriculum Design expertise to determine how many students losing to Conestoga's 3-year program and degree; Or, other college's with 3-year accounting program.
- Complete a "program system map" of the accounting suite of programs to assess program mix.

College	APS	APS Title	MTCU	WT	FU	Start	Cancel
ALGO	1013	Business - Accounting	50100	1.00	2.00		
ALGO	1127	Business - Accounting	50100	1.00	2.00		1990-09-01
ALGO	90001	Business General (core)	50100	1.00	2.00		1994-03-01
BORE	1017	Business - Accounting	50100	1.00	2.00	1995-09-01	
CAMB	1071	Business - Accounting	50100	1.00	2.00		2007-04-17
CAMB	1072	Business - Accounting	50100	1.00	2.00		1995-09-01
CAMB	1284	Business – Accounting	50100	1.00	2.00	2011-09-01	
CANA	1008	Business - Accounting	50100	1.00	2.00		
CENT	1016	Business - Accounting	50100	1.00	2.00		
CENT	1019	Business - Records Management	50100	1.00	2.00		1986-03-01
CENT	1266	Business Accounting – Financial and Credit Management	50100	1.00	2.00	2011-09-01	
CONF	1010	Business - Accounting	50100	1.00	2.00		
CONF	90002	General Business (core) - 2 Semesters	50100	1.00	2.00		2009-12-01
CONS	1005	Business - Accounting	50100	1.00	2.00		2002-04-01
DURH	1011	Business - Accounting	50100	1.00	2.00		
FANS	1000	Business - Accounting	50100	1.00	2.00		
FANS	90001	Basic Business (core)	50100	1.00	2.00		
GEOR	1003	Business - Accounting	50100	1.00	2.00		
GRBR	1008	Business - Accounting	50100	1.00	2.00		
HUMB	1000	Business - Accounting	50100	1.00	2.00		
LACI	1011	Business - Accounting	50100	1.00	2.00	1990-09-01	2004-09-01
LAMB	1002	Business - Accounting	50100	1.00	2.00		1988-09-01
LOYT	1000	Business - Accounting	50100	1.00	2.00		
MOHA	1007	Business - Accounting	50100	1.00	2.00		
NIAG	1009	Business - Accounting	50100	1.00	2.00		
NIAG	1067	General Business - Accountancy	50100	1.00	2.00	1980-03-31	1986-03-01

		(bilingual)					
NIAG	1089	Computer - Accounting Applications	50100	1.00	2.00	1986-09-01	1990-02-24
NORT	1008	Business - Accounting	50100	1.00	2.00		
NORT	1096	Business - Accounting (bilingual)	50100	1.00	2.00		1995-09-01
SAUL	1005	Business - Accounting	50100	1.00	2.00		
SENE	1011	Accounting	50100	1.00	2.00		
SHER	1009	Business - Accounting	50100	1.00	2.00		
SLAW	1011	Business - Accounting	50100	1.00	2.00		
SLAW	1079	Business - Accounting	50100	1.00	2.00	1982-06-28	1990-09-01
SSFL	1068	Business - Accounting	50100	1.00	2.00		1990-09-01
STCL	1008	Business - Accounting	50100	1.00	2.00		

Environmental Scan: Applicant, Enrollment, Catchment, Conversion

January-05-12

11:25 AM

Overview

OCAS data, market demand data and labour market trends are used to analyze and compare the Business--Accounting program to comparator programs in the college system.

Market Demand – Applicants and Registrants

Market Profile

20 colleges offering a 2-year program.

22 colleges offering a 3-year program.

Significant # of programs in the system

Fanshawe and Seneca offer a spring intake. Doesn't appear to be a big demand for spring intake. Mohawk has a spring intake for General Business but not for accounting

Oversubscribed? No.

Demographic programming—61% non-direct. System-wide 55% non-direct. Mohawk's accounting students are older.

Gender—45% female which is similar to system

Program Choice—Applicants: 29% selected non-coop as first choice. 60% picked non-coop as first/second choice. Registrants: 62% non-coop as first choice.

NOTE: after SEM1 option to switch from original choice. Art—anecdotal-- 60% conversion changes after SEM1. How does this impact grad rate? Is the administration of these programs impact grad rate? What about if students only apply to 1 program and move to other programs?

Conversion rate—non-coop 22%; 37% coop. Mohawk's overall conversion rate=21%

Catchment—market Gain—Conestoga only picked up 3 students from them. Not a lot of analysis because of the saturation of the market. Niagara picked up 11 students; Sheridan picked up 19 students. 40/146 students from outside of Mohawk's area.

Market Drain—5 per year going to Fanshawe. 7 going to Niagara.

KPI—non-coop--higher satisfaction in Accounting compared to Mohawk College and was ranked in top 3 in Ontario in 2010/2011. Co-op got program into the ranking. Significant increase between years from 70% to 82%--could be due to change in how KPI is implemented and facilities and services (2 of the capstone questions). Possibly due to a change in 1 of the 4 questions—Q14/Q26

Grad rate—non-coop 60%

Graduate satisfaction—noncoop 78% higher than MTCU

Graduate Employment rate—noncoop 87% in any industry

Employer Satisfaction—not reliable

Section B-E—Lisa—do something with this data? As well as all of the other sections.

Section F Student Engagement—College provides support

Compare coop to noncoop for above

Q17. Teachers presentation of subject material –impact of eLearn on this question.

Q19. Feedback about progress for coop? ELearn

Action Item: possible idea: In what way does the demographic profile differ from coop/noncoop student.

Action: list of where we made increases or decreases over 4 years?

Select a few areas for improvements?

What is the difference in coop and noncoop? All metrics for coop are better than noncoop?

Graduate Employment

-

Action—compare all metrics from 2-year accounting to 3-year business admin accounting. Interesting to see what Brock would give students for 3-years.

Possible statement of interest for business administration-accounting 3-year. Issue: business admin vocation—entrepreneurship and sustainability.

Average salary 28000. University grads=\$40000. What about business administration 3-year?

Environmental Scan: Employment

April-02-12
3:01 PM

MTCU Employment Profile of College Graduates Six months After Graduation													
2008-2009 Graduates: graduated in either August 2008, December 2008, or April 2009													
2009-2010 Graduates: graduated in either August 2009, December 2009, or April 2010													
Profile of Business- Accounting Programs					Profile of Business Administration- Accounting								
Summary of Graduate Employment Survey					Summary of Graduate Employment Survey								
	2008-2009 Graduates		2009-2010 Graduates		Growth/Decline			2008-2009 Graduates		2009-2010 Graduates		Growth/Decline	
	#	%	#	%	#	%		#	%	#	%	#	%
# of Colleges	18		18		0		# of Colleges	22		22		0	
Total Graduates	1066		1243		177	16.6%	Total Graduates	933		1164		231	24.8%
Total in Survey	700		848		148	21.1%	Total in Survey	645		854		209	32.4%
Response Rate	65.7%		68.2%				Response Rate	69.1%		73.4%			
Total in Labour Force	507		619		112	22.1%	Total in Labour Force	481		608		127	26.4%
Graduate Outcomes					Graduate Outcomes								
	2008-2009 Graduates		2009-2010 Graduates		Growth/Decline			2008-2009 Graduates		2009-2010 Graduates		Growth/Decline	
	#	%	#	%	#	%		#	%	#	%	#	%
Full-time Employed, Program Related	231	33.0%	223	26.3%	-8	-3.5%	Full-time Employed, Program Related	250	38.8%	301	35.2%	51	20.4%
Full-time Employed, Program Unrelated	91	13.0%	128	15.1%	37	40.7%	Full-time Employed, Program Unrelated	66	10.2%	98	11.5%	32	48.5%
Part-time Employed, Program Related	25	3.6%	38	4.5%	13	52.0%	Part-time Employed, Program Related	27	4.2%	26	3.0%	-1	-3.7%
Part-time Employed, Program Unrelated	30	4.3%	57	6.7%	27	90.0%	Part-time Employed, Program Unrelated	37	5.7%	42	4.9%	5	13.5%
Unemployed	130	18.5%	173	20.4%	43	33.1%	Unemployed	92	14.3%	141	16.5%	49	53.3%
Not in Labour Force	193	27.6%	229	27.0%	36	18.7%	Not in Labour Force	173	26.8%	246	28.8%	73	42.2%
	700	100.0%	848	100.0%				645	100.0%	854	99.9%		
Percentage of Graduates Employed					Percentage of Graduates Employed								
	72.4%		73.0%		0.6			74.6%		71.2%		-3.4	
Graduate Outcomes: Labour Force Participation (Excludes Graduates Not in Labour Force)													
Percentage of Graduates Employed Full-time	63.5%		56.7%		-6.8		Percentage of Graduates Employed Full-time	65.7%		65.6%		-0.1	
Percentage of Graduates Employed Full-time + Part-time Program Related	50.5%		42.2%		-8.3		Percentage of Graduates Employed Full-time + Part-time Program Related	57.6%		53.8%		-3.8	

Percentage of Graduates Employed Full-time	63.5%	56.7%	-6.8		Percentage of Graduates Employed Full-time	65.7%	65.6%	-0.1
Percentage of Graduates Employed Full-time + Part-time Program Related	50.5%	42.2%	-8.3		Percentage of Graduates Employed Full-time + Part-time Program Related	57.6%	53.8%	-3.8
Percentage of Graduates Employed Full-time Program Related	45.6%	36.0%	-9.5		Percentage of Graduates Employed Full-time Program Related	52.0%	49.5%	-2.5

Environmental Scan: Program Performance and Key Performance Indicators

January-05-12
11:26 AM

Overview

Program Performance Indicators (PPI)s are used to analyze the program based on 5 key metrics (meeting enrollment, KPI graduation rate, program quality, gross financial contribution). A program score is calculated based on the 5 key metrics and compares the program to other programs in the college.

Key Performance Indicators (KPI) are an MTCU directive and the data is used to analyze the program based on student satisfaction, teaching and learning, facilities etc. KPIs also provide comparator data for other programs in the college, programs under the Associate Dean, all programs at Mohawk, and similar programs in the college system

2009/10 Program Performance Indicators

PPI for the Business--Accounting program indicates that the program is meeting enrollment targets and gross financial contribution. The program quality score is approximately 50% of the maximum of 25 which indicates that the program should focus some action items on improving this score.

Meeting Enrolment Targets (Max 15)	KPI Graduation Rate (Max 20)	Program Quality (Max 25)	Gross Financial Contribution (Max 25)	Graduate Satisfaction (Max 15)	2009/10 Final Score (Max 100)
15.0	11.78	17.1	25	10.8	79.6

Mohawk Key Performance Indicators (KPIs)

	Student Satisfaction (Satisfied/Very Satisfied)	
	2009	2010
Overall	70.3%	81.9%
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	79.5%	89.1%
26. The OVERALL quality of the learning experiences in this program.	70.5%	76.6%

-program meets enrolment and gross financial contribution targets. Requires examination of graduation rate and program quality. (NOTE: PPIs are no longer used as a resource for program review)

Recommendations

- None

Environmental Scan: Competitive Curriculum Analysis

January-05-12

11:27 AM

Overview

Competitive Curriculum data is used to analyze the program based on several variables such as admissions, model of delivery, tuition, program of studies, intake schedule, and experiential learning opportunities in comparison to other colleges with the same program. This data is used to determine if other colleges are adopting innovative practices within the program.

Highlights

- Admissions to most Business-Accounting programs is an OSSD or equivalent
- Most Business--Accounting programs in the CAAT offer a Fall and Winter Intake. Fanshawe College also offers a March intake
- Tuition appears to be similar for all Business--Accounting programs. Fanshawe College requires students to purchase a laptop

NOTE: for complete competitive data, refer to 316-356 Competitive Curriculum Analysis.xls

Environmental Scan: Student Success and Retention

January-05-12
11:27 AM

The data for this section of the report is not available due to an illness with a Mohawk Staff member in the Registrars Office.

Deferred to 5-Year Action Plan

Quality Processes: Summary

April-25-12

4:56 PM

Overview

Phase 3 of program review is designed to ensure that programs are recognizing and incorporating best practices in teaching and learning such as learning plans, PLAR, eLearn into the program. These aspects of teaching and learning are reviewed during regular provincial audits through the Program Quality Assurance Process Audit (PQAPA) process.

Highlights

- All courses for the Business--Accounting program have a learning plan
- All courses for the Business--Accounting program have identified PLAR requirements.
- The Business--Accounting program has a plan for meeting institutional blended-learning requirements by 2013.

Recommendations

- None

5-Year Action Plan

April-25-12
5:01 PM

Following is a summary of the 5-Year Action Plan for Business-Accounting.

Objectives	Strategy	Timelines
<p>Objectives flow from program quality enhancement goals to define what we want to accomplish and help us focus on specific aims over a period of time. A simple acronym used to set objectives is called SMART:</p> <ol style="list-style-type: none"> 1. Specific 2. Measurable 3. Achievable 4. Realistic 5. Time 	<p>Strategy exists only in relation to some goal, end or objective. Strategies describe how the objectives will be accomplished and outline a general plan of attack, an approach to a problem, the first step in linking the means or resources at our disposal with the ends or results we hold in view. Strategy does not detail, step-by-step, how the objectives will be accomplished.</p>	<p>Be specific and reasonable about estimating timelines for completing strategies</p>
<p>Short-Term (within 18 months)</p>		
<p>Adopt a Curriculum Committee approach to maintaining curriculum currency and quality</p>	<ul style="list-style-type: none"> ○ Utilize the Curriculum Mapping Matrix to address curriculum gaps for the following two VSs" <ul style="list-style-type: none"> ▪ Prepare individuals' income tax returns and basic tax planning in compliance with relevant legislation and regulations. ▪ Outline the elements of an organization's internal control system and risk management. ▪ Prepare students for Co-Op placement ▪ Advanced Excel applications 	
<p>Implement the Annual Program Review process to monitor curriculum currency and quality</p>	<ul style="list-style-type: none"> • Details to be determined by Program Quality area in consultation with program area. However, to get started: <ul style="list-style-type: none"> • Utilize Institutional Research and Curriculum Design expertise to determine how many students losing to Conestoga's 3-year program and degree; Or, other college's with 3-year accounting program. • Complete a "program system map" of the accounting suite of programs to assess program mix. • Examine the calculation of the graduation rate and explore strategies to improve student retention. 	
<p>Develop additional practices to further prepare students for co-op with a focus on the curriculum gap between semester 2 to semester 3</p>	<ul style="list-style-type: none"> • Consult with students in Sem 2,3,4 just after mid-terms via focus groups to determine strategies to further prepare students for co-op. Include students who were unsuccessful in the program. 	
<p>Medium-Term (18 months to 36 months)</p>		
<p>Maintain the Annual Program Review Process</p>	<p>Additional details to be determined by Program Quality area in consultation with program area.</p>	
<p>Long-Term (more than 36 months)</p>		
<p>Monitor program quality enhancements and adjust as required</p>	<p>Utilize Annual Program Review process to monitor program quality enhancements</p>	<p>Fall 2014</p>
	<p>Submit interim program quality report to Program quality area</p>	<p>Fall 2014</p>
	<p>Plan and prepare for Comprehensive Program Review</p>	<p>Spring 2016</p>